DOCUMENT RESUME

ED 219 731 CS 006 764

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills. Urbana, Ill.

PUB DATE 82

NOTE 19p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage

DESCRIPTORS Adult Basic Education; Annotated Bibliographies; Cognitive Processes; Content Area Reading; *Doctoral Dissertations; Dyslexia; Elementary Secondary Education; Grade Repetition; Language Handicaps; Mental Retardation; Parent Role; Physical Disabilities; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Programs; *Reading Research; Recall (Psychology); *Remedial Reading; Speech Handicaps

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) the effect of phrase-segmented, antiphrase segmented, and standard text on the free recall and probed recall of third and fourth grade developmental readers; (2) the effect of three instructional modalities on reading and vocabulary comprehension of deaf children; (3) the effect of intensive remedial instruction upon nonreaders' academic achievement and social and emotional adjustment; (4) the etiology of dyslexia; (5) the academic learning time of special needs and nonspecial needs secondary school students in English, home economics, mathematics, and social studies; (6) the impact of Public Law 94-142 on one speech and language program; (7) parents as change agents for children with reading problems; (8) locus of control and reading attitude in ninth grade poor readers; (9) user evaluations of low-level reading materials in adult basic education programs; and (10) the effect of grade repetition upon student performance. (FL)

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Remedial and Compensatory Reading Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1982 (Vol. 42 Nos. 7 through 12)

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of the
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Abstracts of the following dissertations are included in this collection:

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THE EFFECT OF PHRASE-SEGMENTED, ANTIPHRASE SEGMENTED, AND STANDARD TEXT ON THE FREE RECALL AND PROBED RECALL OF THIRD AND FOURTH GRADE DEVELOPMENTAL READERS

Barger, Elizabeth Juelda
THE EFFECT OF THE GLASS ANALYSIS TECHNIQUE FOR DECODING WORDS ON READING AND SPELLING ACHIEVEMENT OF 7-10 YEAR OLD REMEDIAL READERS

Bland, Elwood Leonard
THE EFFECT OF THREE INSTRUCTIONAL MODALITIES ON READING AND VOCABULARY COMPREHENSION OF DEAF CHILDREN

Brooks, Ellen Joy
A DESCRIPTION OF THE DEVELOPMENT OF STORYTELLING COMPETENCE IN EDUCABLE MENTALLY RETARDED CHILDREN, AGES 7-10

Burk, Barbara June
A PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL READING MISCUES OF STUDENTS LABELED "DEVELOPMENTAL READER"

Cable, Maryjane Wilson
AN INVESTIGATION OF THE READING ACHIEVEMENT GAINS OF 151 LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS DURING SELF-CONTAINED PLACEMENT

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THE EFFECT OF A READING PROGRAM UTILIZING SELECTED READING PASSAGES ON READING ACHIEVEMENT AND READING ATTITUDE OF SEVENTH GRADE CORRECTIVE READERS

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AN INVESTIGATION OF THE ETIOLOGY OF DYSLEXIA

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Elliott, Joan B.
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Fields, Elaine A.
THE IMPACT OF PUBLIC LAW 94-142 ON A SPEECH AND LANGUAGE PROGRAM: A MODEL FOR IMPLEMENTATION

Glick, Florence Wolfson
CAN READING ACHIEVEMENT TRAINING IMPROVE THE PERFORMANCE OF A POOR READER?

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P.A.C.A.: PARENTS AS CHANGE AGENTS FOR CHILDREN WITH READING PROBLEMS

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THE EFFECT OF PHRASE SEGMENTED, ANTIPHRASE SEGMENTED, AND STANDARD TEXT ON THE FREE RECALL AND PROBED RECALL OF THIRD AND FOURTH GRADE DEVELOPMENTAL READERS

Order No. DA8210453

BACHMACH, WILLIAM BRADFORD, ED.D. *Temple University*, 1982. 178pp. Major Adviser: Dr. Marjorie S. Johnson

Introduction. It has been argued, but not demonstrated conclusively, that one of the basic processes in silent reading is a search for and identification of the phrases that appear in a left to right progression in the surface structure of sentences. Were phrase segments to be identified for the reader, one of the demands of silent reading would presumably be removed.

Ten previous studies were found in which comprehension was measured following the silent reading of the same passage(s) in a standard format and a format which had been segmented for the reader. In half of the studies, it appeared to make no difference on comprehension which format was read. In the other half, differences for certain groups of readers were found and it was always the segmented format that was associated with better comprehension or faster reading. Only two of the studies involved younger readers, and it was argued that further study should be directed at the elementary school years in which the development of a habit of reading in phrases is hypothesized to take place.

Procedures. Forty-five achieving third grade readers, 15 to a cell, were randomly assigned to read three expository passages in a standard format, a phrase format, and an antiphrase format. An equal number of fourth graders were similarly assigned to a somewhat more difficult set of passages.

In the phrase format, three typewritten spaces were left at phrase boundaries in the middle of a line. The end of each line of text also coincided with a phrase boundary. In the antiphrase format, extra spacing was used mid-line to interrupt phrases, and phrases at the end of a line were divided between two lines.

Following the silent reading of a passage, the child recorded his recall of that passage. Tapes were transcribed and one point awarded for each proposition recalled. Each child was also asked eight questions for each passage.

Results and Discussion. Comprehension scores of the children did not differ significantly whether they read the passages in the standard format, phrase format or antiphrase format. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI

THE EFFECT OF THE GLASS ANALYSIS TECHNIQUE FOR DECODING WORDS ON READING AND SPELLING ACHIEVEMENT OF 7-10 YEAR OLD REMEDIAL READERS*

Order No. DA8209694

BARGER, ELIZABETH JUELDA, ED.D. *The George Washington University*, 1982. 159pp. Chairperson: Ruth Irene Peterson

The effectiveness of the Glass-Analysis procedure for decoding words was evaluated relative to growth in decoding ability, ability to read accurately and fluently, and spelling ability. One hundred eighty-four reading-disabled children received Glass-Analysis training as a supplement to their basal reading program. The results of the *t*-tests support three major conclusions: (1) the Glass-Analysis training procedure is an effective technique for teaching reading-disabled children to decode words; (2) the Glass-Analysis procedure is highly effective in teaching spelling skills; and (3) both decoding and spelling skills can be significantly improved through instruction which emphasizes the teaching of letter-sound patterns. The Glass-Analysis training procedure did not result in significant improvement in reading accuracy and fluency as measured by *The Gray Oral Reading Test*.

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*This research was completed with the assistance of both a state and an international scholarship from the Delta Kappa Gamma Society.

THE EFFECT OF THREE INSTRUCTIONAL MODALITIES ON READING AND VOCABULARY COMPREHENSION OF DEAF CHILDREN

Order No. DA8202845

BLAND, ELWOOD LEONARD, PH.D. *University of Maryland*, 1981. 137pp. Supervisor: Dr. John E. Splaine

The purpose of this study was to determine if there are differential effects on reading and vocabulary comprehension of deaf students due to interactions between the student's instructional modality and the instructional media curriculum approach.

The study was conducted to investigate the following questions: (1) Will there be a significant difference in the level of reading comprehension of deaf students who are exposed to different instructional treatments? (2) Will there be a significant difference in the vocabulary comprehension of deaf students who are exposed to different instructional treatments? (3) Will there be a significant difference in the level of reading comprehension of deaf students as a result of the interaction of instructional modality? (4) Will there be a significant difference in the vocabulary comprehension of deaf students as a result of the interaction of a particular instructional treatment and the student's instructional modality?

Four null hypotheses were tested in an effort to answer the research questions.

In this study, 120 school-age male and female subjects were used, ranging in age from 8 years 4 months to 12 years 5 months, from a state residential school for the deaf in Virginia and a day school for the deaf in Illinois. The subjects were divided into six treatment groups. Each treatment group received 15 minutes of instruction per day for 10 weeks using specified instructional materials and strategies.

Three types of instruction were employed under signing and nonsigning conditions: (1) materials presented in standard textbooks, (2) the same materials presented on filmstrips with captions, and (3) the same materials presented on filmstrips without captions. Posttest data on criterion-referenced reading vocabulary and reading comprehension measures taken from material being employed served as the dependent variable in the data treatment.

Data were treated by analysis of covariance procedures in a 2 x 3 design to analyze the joint effects of instructional modality and instructional media curriculum approach.

Data accumulated in this research rejected the major hypotheses related to expected significant performance difference, at the .01 level, between subjects whose reading and vocabulary growth is impaired by deafness. The data did suggest that deaf children profit from both captioned filmstrips under signing and nonsigning conditions. The instructional approach of preference in terms of measured reading comprehension and the vocabulary gain was captioned films with signing assistance. All three treatment groups, text, captioned, and noncaptioned showed measured increases under both the signed and nonsigned conditions. Clarity of the most significant and, therefore, most sensitive gains, as measured by the dependent measure, in excess of the significant .01 level, became evident under signing conditions. In relation to reading vocabulary, under both signed and nonsigned conditions, the non-captioned group performed significantly poorer than the captioned and textbook groups.

The major conclusion reached was that signing in conjunction with captioned films is the most effective instructional technique to facilitate reading comprehension and vocabulary acquisition.

Recommendations were formulated that focused on language skill development of the deaf learner through alternative instructional approaches, including programmed instruction.

A DESCRIPTION OF THE DEVELOPMENT OF STORYTELLING COMPETENCE IN EDUCABLE MENTALLY RETARDED CHILDREN, AGES 7-10

Order No. DA8207513

BROOKS, ELLEN JOY, ED.D. *University of Pennsylvania*, 1981. 331pp. Supervisor: Dr. Brian Sutton-Smith

The purpose of this exploratory study was to investigate the development of storytelling competence in educable mentally retarded children, ages 7 through 10, over time. This development was studied in relation to reading improvement, related reading/language arts performances, and home and school inputs.

Nine educable mentally retarded children were studied for one school year. Primary methodology included case study procedures and descriptive analysis of the children's stories.

Stories were collected approximately twice a month. As the aim of the study was to focus on the way the children's stories arose out of their home and school situation, additional data was kept concerning: (1) reading improvement using a criterion-referenced and a norm-referenced measure; (2) verbal expression in sharing times; (3) play-acting in drama sessions; (4) written composing; and, (5) frequency tabulations of home and school inputs.

The major outcome of this study was the formulation of steps in prenarrative development. The inquiry began with the expectation that the early stages of *narrative* development would be studied in detail, but it soon became apparent that the stories instead reflected *prenarrative* development. The formulation of the steps resulted from inductive reasoning.

Beyond the discovery that new assessments were needed to handle the structures of narrative in these children, there were various other outcomes. By far, the most educationally exciting outcome was that as the children became more competent in storytelling, they showed an interest in writing their own stories.

Recommendations for future study included: (1) replication with other samples to determine applicability of the prenarrative steps; (2) further investigation of the relationship between storytelling and written composing; (3) investigation of the expressive aspects of early storytelling; and, (4) further investigation of the relationship between storytelling competance and home inputs.

A PSYCHOLINGUISTIC DESCRIPTION OF THE ORAL READING MISCUES OF STUDENTS LABELED "DEVELOPMENTAL READER"

Order No. DA8205371

BURK, BARBARA JUNE, ED.D. *University of Missouri - Columbia*, 1981. 256pp. Supervisor: Dorothy J. Watson

The present study describes and compares the oral reading behavior of 20 students identified as developmental readers. Implications for corrective reading instruction are considered.

Four boys and sixteen girls ranging in age from 12-2 to 14-5, enrolled in a class called Reading Lab, volunteered for the study. Students were selected for Reading Lab (developmental reading) on the basis of standardized reading tests, on which students had to score at least six months below grade level. *The Nelson Reading Skills Test* had been used the previous year to ascertain students in need of developmental instruction.

The subjects' oral reading behavior was analyzed using the *Reading Miscue Inventory* (Goodman and Burke, 1972). According to *RMI* procedures, each subject's oral reading performance and story retelling was recorded on audio tape. Miscues, instances in which the observed response differed from the expected responses, were analyzed in terms of graphophonemic, syntactic and semantic characteristics. Retelling scores were used to rate comprehension.

The specific questions explored in this study were: (1) Do the scores obtained on oral reading tasks provide predictive information about the quality of the miscues generated during oral reading? (2) Do children with the highest comprehending scores also have the highest retelling scores? (3) What information do standardized reading tests provide about developmental readers? (5) Is "developmental reader" a valid construct?

The results of the study were as follows: (1) I.Q. scores were various, ranging from 79 to 136. (2) Ten students labeled developmental reader used strategies similar to those of readers using somewhat effective reading strategies, according to *RMI* criteria. Eight students were rated as highly effective readers and two as moderately effective readers. No one ranked as an ineffective reader. (3) Most subjects employed strategies similar to that of proficient readers except in the area of graphophonemic information. Subjects relied heavily on graphophonemic information at the expense of meaning, often appearning unwilling to expend energy and use their intuitive knowledge of language to make sense of the passages they were reading. (4) Further support for the psycholinguistic model of reading was provided by this study. (5) Only 2 out of 20 subjects fit the category of developmental reader on all of the measures in the study. This research is unable to support the label or the grouping of students as developmental readers and the practice of ability grouping was brought into question.

The data suggest an instructional model directed toward meaning rather than the processing of graphophonemic information, a program for readers built around whole-language activities with the role of the school being that of providing large amounts of data from which students could develop symbol to sound generalizations in much the same way that their oral language is learned. The reading activities would take place in a natural language context, utilizing interesting and meaningful materials. Children would be encouraged to read extensively and the experience would be as rewarding and nonthreatening as possible. The premium on accuracy of word recognition and word-attack skills should be reconsidered.

AN INVESTIGATION OF THE READING ACHIEVEMENT GAINS OF 151 LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS DURING SELF-CONTAINED PLACEMENT

Order No. 8129873

CABLE, MARYJANE WILSON, ED.D. *The George Washington University*, 1981. 141pp. Chairperson: Ruth Irene Peterson

This study investigated the reading achievement gains of 151 learning disabled students in secondary schools during self-contained placement. The schools were located in one area of the Fairfax County Public School division in northern Virginia. With an increase in students being found eligible for services, the need of studying the program effectiveness was important for decision-making.

The primary comparison was made on student scores from pretests on the subtests of word identification, word attack, and passage comprehension of the Woodcock Reading Mastery Tests of the spring and fall of 1979 and posttests of the spring of 1980.

The review of the literature showed that the reading achievement of secondary LD students during self-contained placement had not been assessed. The review also showed confusion as to which students were learning disabled and which were low achievers.

The students ranged in age from 11-8 to 18-4, of 122 males and 29 females, with 129 classified as white and 22 as black. The primary academic deficit was reading.

Selected characteristics of the self-contained settings, teacher responses to two questionnaires, and the students were studied.

Based on analysis of the data, using SPSS, the following conclusions were made: (1) Using t-tests of mastery scores, the mean gains on all three subtests were significant at .001. (2) Students bused to settings did not make significantly greater gains than students not bused. (3) Other factors of teacher experience, LD experience, reported teaching time, student months in LDSC, verbal IQ, and perceptual processing deficit were analyzed using multiple regressions and found to be insignificant in accounting for the variance above and beyond that explained by the pretests of word identification.

Recommendations. For Secondary LD Self-contained Programs: (1) Use the data for further study. (2) Continue pretests for new students and spring posttests. (3) Establish a comprehensive reading program. (4) Assign teachers to teach reading or math. (5) Adapt course requirements. For Secondary General Education Programs: (1) Administer standardized reading tests. (2) Strengthen the reading program. (3) Reform the curriculum to provide for reading proficiency. (4) Require specialized training of teachers. (5) Adapt course requirements.

Whether or not low-achieving students will learn to read will depend on all programs.

PARAPROFESSIONAL UTILIZATION AND READING ACHIEVEMENT GAINS OF THIRD AND FOURTH GRADE COMPENSATORY EDUCATION STUDENTS

Order No. DA8204623

CLAY, NATHANIEL, JR., PH.D. *The University of Michigan*, 1981. 167pp. Chairman: Frederick W. Bertolaet

Purpose. The purpose of this study was to determine the relationship between paraprofessional utilization and the reading achievement gains of third and fourth grade compensatory education students in an urban school district.

Methodology. The primary instrument used in this study was the Iowa Test of Basic Skills. This instrument was administered to two hundred fifty-four (254) third and fourth grade students who were divided into two classifications: (1) Target Group [A], and (2) Control Group [B]. The Target Group consisted of one compensatory education classroom teacher, six teacher aides and one hundred twenty-one (121) students. The Control Group composition was four compensatory education teachers and one hundred thirty-three (133) students. The Control Group had a different delivery system for intervention with the difference being no paraprofessional instructional assistance. The secondary instrument used in this study was the Interview Survey and Questionnaire, which was administered to eighty-one (81) parents and twenty-one (21) staff members in the Target Group and eighty-one (81) parents and twenty-one (21) staff in the Control Group.

The Hypotheses were analyzed by using the Fisher t-test, Pearson r and Spearman Rank Order Correlation.

Findings. The findings indicated that students who received both types of instructional approach, consistently achieved significant gains in reading scores as measured by the Iowa Test of Basic Skills. The instructional hours per student, whether done by the professional or paraprofessional, indicated a positive, but not significant, relationship relative to time-on-task. The low SES and single parent students when compared to other students within the target population continued to show gains in reading improvement during the two years of the study. Parent and staff attitudes for the Target and Control Group were positive toward the instructional program, which supports the opinion that the more actively involved a parent is in their child's education, the greater the likelihood of higher achievement and that positive attitudes on the part of teachers lead toward higher achievement expectations of students.

Recommendations. It was recommended that school districts develop instructional emphasis in buildings utilizing paraprofessionals where everyone including the paraprofessional understands the reading goals and objectives for the school.

CASE STUDIES OF THE EFFECT OF INTENSIVE REMEDIAL INSTRUCTION UPON NON-READERS' ACADEMIC ACHIEVEMENT AND SOCIAL AND EMOTIONAL ADJUSTMENT

Order No. DA8210468

COOPER, FREDI HESS, ED.D. *Temple University*, 1982. 1071pp. Major Adviser: Dr. Marjorie Seddon Johnson

Fifteen students at the Temple Laboratory School, diagnosed as remedial readers at the beginning reading stage, were studied during the 1979-1980 academic year. Case studies were developed from an initial diagnosis, specific testing in the social and emotional areas, consistent observation of each activity in which they were involved and posttesting of social and emotional adjustment, academic achievement and intellectual capacity. Their instructional materials were reviewed weekly to evaluate progress. Observations were shared with teachers, parents and therapists, and the academic program and the approach to the student were altered when it was deemed necessary.

Each case continued to present a unique set of factors throughout the school year. While similarities existed in the academic profiles of each student, even this profile was unique and was affected by the factors in the social, emotional and capacity areas present in each case.

Group comparisons were made initially and after testing at the end of the first year. At the start of the year, all students were at a readiness stage. They possessed virtually no sight vocabulary, few word analysis skills and inadequate skills in reading comprehension at a pre-primer level. At the close of the year, all students had acquired a more adequate sight vocabulary and had increased in their ability to analyze words in isolation and in context. Instructional needs now ranged from pre-primer through second level. Increases were also noted in the area of intellectual capacity particularly in the verbal area. In the area of self concept, there was no consistent pattern present after remediation. It was possible to note improvement or deterioration for individual subjects as was also true of social and emotional factors. All factors and their interactions were characteristic of an individual and could best be used to understand each individual.

THE EFFECT OF A READING PROGRAM UTILIZING SELECTED READING PASSAGES ON READING ACHIEVEMENT AND READING ATTITUDE OF SEVENTH GRADE CORRECTIVE READERS

Order No. DA8203383

CRONIN, RHEA ANN, ED.D. *University of Montana*, 1981. 99pp. Director: Dawn C. Mayhew

The researcher investigated the effect of an experimental reading program utilizing selected reading passages on reading achievement and reading attitude of seventh grade corrective readers. Selected reading passages included literary selections that reflected preadolescent physical, emotional, or cognitive needs. Data also were obtained to determine if the experimental effects were moderated by sex.

An experimental pretest-posttest control group design structured the study. Forty-six corrective readers were identified after administering the *Nelson Reading Skills Test, Level B, Form 4* and the *Estes Attitude Scales/Reading*. The corrective male and female readers, respectively, were randomly assigned to one of two groups in order to compare the effects of the experimental reading program and the control reading program--a skills management reading program. The remaining noncorrective seventh grade readers were randomly assigned by sex to one of the two treatments. This resulted in a total of six heterogeneous reading groups: three experimental and three control. All groups received instruction using one of the two methods for six weeks. The groups were posttested using the *Nelson Reading Skills Test, Level B, Form 3* and the *Estes Attitude Scales/Reading*.

A factorial analysis of variance with repeated measures provided the statistical basis to determine if the experimental reading program resulted in significant differences in subjects' reading achievement and reading attitude. A 2 x 2 factorial design was used to determine if the effects of the treatments were generalizable across sex or if the effects were specific to sex. The .05 level of probability was used to designate significance.

Neither the experimental nor the control group made significant gains in reading achievement. The experimental females registered a gain in reading achievement, but the analysis did not indicate statistical significance.

There were significant differences between reading attitude of the experimental and the control groups. There was a significant three-factor interaction involving experimental/control x male/female x pretest/posttest. The experimental males demonstrated a significant positive change in reading attitude; the control males demonstrated a significant decrease. The experimental females demonstrated a modest positive reading attitude change, but the analysis did not indicate statistical significance.

The experimental reading program provided an effective method for promoting positive reading attitude in corrective preadolescent readers. The program was more effective for males than for females.

AN INVESTIGATION OF THE ETIOLOGY OF DYSLEXIA

Order No. DA8212516

DAUER, FRANK T., PH.D. *University of Washington*, 1981. 91pp. Chairperson: Professor Merle Meacham

This study examines the relationship of certain cognitive characteristics of reading disabled children attending public schools to their reading problems and explores the efficacy of an error analysis system in providing direction for research.

The subjects were 46 third grade students from special remedial classes and 20 third grade students with no academic problems. There was not a statistically significant difference between mean FSIQs for special and regular classroom students.

Three hypotheses relating to reading disability were examined. In one hypothesis the idea that word finding problems have a large role in reading disability was explored. Word Finding proficiency did differentiate good readers from poor readers in terms of group means but did not correlate highly with reading achievement. Another hypothesis stated that nonlinguistic visual processing problems mediate letter reversals in reading. Nonlinguistic and easily reversed stimuli were presented to subjects and reversal errors recorded. Group means significantly differentiated good readers from poor readers but had a very small correlation with reversal errors during reading. The last hypothesis stated that subclinical articulatory deficits led to reading disability by making blending difficult. Proficiency in the imitation of articulatory stimuli was correlated with blending skill and a small correlation found. It was concluded that the data generated concerning the hypotheses tended not to confirm them. The data also illustrated the problems of seeking the etiology of reading disability in group mean differences between good and poor readers.

The error analysis system was devised to seek mathematically independent groupings of errors which reading disabled children make. Two independent error grouping emerged. However, since one grouping consisted of a single relatively infrequent error type, the error analysis system was adjudged to be of little practical importance in guiding research.

A post-hoc examination of the data suggested that the dyslexic children had the constituent skills necessary to decode words but could not utilize these skills simultaneously.

A COMPARISON OF THE QUALITATIVE AND RETELLING PERFORMANCES OF LEARNING DISABLED MIDDLE SCHOOL STUDENTS WHILE READING EXPOSITORY PASSAGES UNDER THREE CONDITIONS

Order No. 8202697

DeNoble, Alexander James, Ed.D. *University of Northern Colorado*, 1981. 156pp.

Purpose. The oral reading behavior of learning disabled students as they read expository passages orally, orally with oral preparation, and orally with silent preparation was examined in this study.

Procedure. Data for this investigation were collected during March, 1981. The Reading Miscue Inventory was used to test 32 learning disabled middle school students between the ages of 12 and 16, who were functioning on a fourth-grade reading level. Testing procedures were as follows: (1) First session: Subjects were required to read an expository passage orally, and then "retell." (2) Second session: Subjects were required to read a second expository passage orally with oral preparation, and the "retell." (3) Third session: Subjects were required to read a third expository passage orally, with silent preparation, and then "retell".

Analysis of Data. The first 50 miscues generated by each of the subjects for the three reading conditions were qualitatively analyzed for: dialect, intonation, graphic similarity, sound similarity, grammatical function, comprehension, and grammatical relationships. Retelling scores were also analyzed. Nine one-way analyses of variance for repeated measures were used to test for significant differences among the reading conditions. The .01 alpha level was used.

Conclusions. Conclusions related to literal and inferential comprehension: (1) Both oral and silent preparation before oral reading resulted in higher literal comprehension scores. (2) Neither oral nor silent preparation before oral reading resulted in any higher inferential comprehension scores than solely oral reading. (3) No significant differences were found between oral or silent preparation before oral reading on literal or inferential comprehension.

Conclusions related to qualitative miscue analysis: (1) Oral preparation before oral reading, when compared to solely oral reading, resulted in higher quality miscues in five out of seven categories. (2) Silent preparation before oral reading, when compared to solely oral reading, resulted in higher quality miscues in three out of seven categories. (3) No differences were found between oral or silent preparation before oral reading in any of the seven miscue categories.

ACADEMIC LEARNING TIME OF SPECIAL NEEDS AND NONSPECIAL NEEDS SECONDARY STUDENTS IN ENGLISH, HOME ECONOMICS, MATHEMATICS, AND SOCIAL STUDIES

Order No. DA8210315

Diggs, Jacqueline Carol, Ed.D. *University of Massachusetts*, 1982. 143pp. Director: Professor Arthur W. Eve

This descriptive-analytic study was designed to compare the Academic Learning Time (ALT) of mainstreamed special needs and nonspecial needs students in secondary English, U.S. History, Mathematics, and Home Economics classes. Nonspecial needs students were observed 138 times, and 125 observations were made of special needs students. The special needs students who participated in this study represented three of the five Chapter 766 (Massachusetts law) program prototypes (502.1s, 502.2s, 502.3s). The ALT observation instrument included the four major categories of *Setting* (overall teaching style in the learning environment), *Content* (*General* refers to generic acts which occur in all teaching situations, while *Subject* indicates specific subject matter-related content), *Learner Move* (how the student under observation is engaged or not engaged with the planned learning activities), and *Difficulty Level* (degree of success in accomplishing learning tasks). Students were randomly selected for observation, and neither students nor teachers were aware of who or what behaviors were being coded. Raw data from the time-sampled observation coding sheets were analyzed by an adaptation of an existing SPSS computer program and were reported in percentages. Results indicated that all four teachers provided almost equal opportunities to learn for both special needs and nonspecial needs students, when all three special needs prototypes were combined. When percentage data were analyzed by prototype grouping (502.1, 502.2, 502.3), however, some stronger differences appeared in *Setting* and *Learner Move* categories. Analysis with the two female teachers grouped together versus the two male teachers combined produced negligible differences along most ALT dimensions. The final analysis involved profiles of individual teachers. The profiles showed close similarities between nonspecial needs and special needs (combined) students, but marked differences were found among the separate special needs prototypes, a finding mirroring the results found with all four teachers combined. While no conclusions generalizable to wider populations can be drawn from this descriptive analysis, it seems safe to state that all students in these four teachers' classes, whether they were classified as having special needs or not, were given nearly equivalent opportunities to learn, as measured by the Academic Learning Time (ALT) observation instrument.

AN INVESTIGATION OF VARIABLES USED TO PREDICT GAIN SCORES IN TITLE I READING PROGRAMS

Order No. 8129155

Elliott, Joan B., D.Ed. *The Pennsylvania State University*, 1981. 147pp. Adviser: Eunice N. Askov

The purpose of the study was to identify variables which were associated with growth in reading achievement as determined by Normal Curve Equivalent (NCE) gain scores. The population included fourth grade students in Pennsylvania participating in Title I Reading Programs in 50 selected school districts having student populations over 150 in the public schools who used the 1965 Gates MacGinitie Reading Test.

Stepwise Multiple Linear Regression Analysis was the statistical technique employed. The results of the study listed in order of their significance as selected by DNREG are as follows: (1) School districts with fewer boys showed significant gains in NCE scores at the .05 level of confidence; (2) School districts involved in the Title I Program for a fewer number of weeks showed higher NCE gain scores; (3) Metropolitan, other than center city students, displayed significant gains over nonmetropolitan community students in NCE gain scores; (4) Per pupil expenditure appeared to contribute to the amount of variance in NCE gain scores; (5) School districts employing more aides showed lower NCE gain scores; (6) The years of teaching experience as a Reading Specialist did not contribute significantly to higher gain scores; (7) The larger the number of students per Reading Specialist, the higher the NCE gain score; (8) The number of specialists utilized in the program appeared to make no difference in the gain scores.

Since boys cannot be eliminated from the Title I Program, the data were run without the percentage of boys to determine whether other variables contributed significantly to higher gain scores. An analysis of these data revealed that type of residence area contributed to higher gain scores.

It must be concluded that other variables not selected for this investigations must be influencing NCE gain scores. Although these variables were significantly related to achievement gains in many studies, other variables that could be manipulated to produce higher gain scores were not discovered. However, this study revealed that the fewer the aides, the higher the gain scores. Districts with fewer weeks in the program had higher gain scores, but this was believed to be related to the times at which the pretests and posttests were given.

THE IMPACT OF PUBLIC LAW 94-142 ON A SPEECH AND LANGUAGE PHOGRAM: A MODEL FOR IMPLEMENTATION

Order No. DA8205816

FIELDS, ELAINE A., ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 151pp. Major Professor: Donald Lueder

Purpose. The purpose of this research project was to develop an alternative speech and language delivery system model that would better serve the Fairfax County School System clinicians in supporting the purposes of PL 94-142, while providing maximum planning and therapy time. The research plan included a review of current literature, a survey of speech and language clinicians in the county, and comments on the proposed model by a panel of experts.

The literature reflects an historical and growing concern in this country to provide an education for handicapped children that parallels as much as possible that provided nonhandicapped children. This concern culminated in the passage of PL 94-142. The review also revealed a number of strategies and models to efficiently manage implementation of laws designed to benefit the handicapped. While all of these models have served as useful building blocks for the effective delivery of special education services, little in the way of comprehensive solutions to time conflicts involved in implementing PL 94-142 for speech and language programs was found.

The survey was designed to elicit information on clinicians' backgrounds, their modes of delivering therapy, time utilization prior to and since implementation of PL 94-142, caseload size, and staff involvement. The survey also provided an opportunity for the clinicians to make suggestions for changes in the current speech and language program.

Findings and Conclusions. Respondents to the survey indicated that caseload ratios are too large; that the quality, and to a lesser degree, the quantity of the therapy administered is affected by competing demands; and that time needed to satisfy competing demands frequently comes from time formerly reserved for planning. Most respondents attributed the loss of therapy time directly to administrative and clerical functions related to requirements of the law. The respondents also acknowledged an increased interaction in the other professional staff persons as a major time consumer. The respondents favored some form of relief from administrative tasks and a desire for more therapy and planning time.

The study highlighted some of the unintended negative impacts of PL 94-142 on speech and language programs, the need to devise a delivery system model that allows for compliance, and suggests an alternative for the present system which focuses on providing a high quality of speech and language services.

The model was planned around maximizing the use of trained speech and language clinicians in functions that require their skills in correcting communication disorders. The model redefined, where appropriate, the responsibilities of clinicians, their supervisors, and administrators; realigned caseload assignments; and designated a variety of techniques for efficiently using time and personnel resources in the delivery of service to children with speech and language impairments.

CAN READING ACHIEVEMENT TRAINING IMPROVE THE PERFORMANCE OF A POOR READER?

Order No. DA8210487

GLICK, FLORENCE WOLFSON, ED.D. *Temple University*, 1982. 137pp. Major Adviser: Elliott Seif

The purpose of this study was to design, implement, and test a Reading Achievement Training Program aimed at changing the attitudes, feelings, and behaviors of low-achieving children towards reading. The program, based on David C. McClelland's concept of a motive as a broadly generalized associative network of ideas, adapted his twelve-step change structure to increase achievement motivation so as to specifically increase reading achievement motivation. Educational techniques and strategies were used to expand the number of cues and stimuli to which the need for reading achievement was tied within the individual. The program was evaluated by examining its effects on the reading performances of the children.

The study was implemented with a class of seventeen low-achieving fifth and sixth graders in the School District of Philadelphia. Two other classes, which served as control groups, did not receive any of the special training. One of these classes had been previously taught by this investigator and the other was taught by another teacher in the same school. All three classes were part of the federally-funded Philadelphia Benchmark Program for low-achieving children.

Daily forty-five minute sessions were conducted by this investigator for ten weeks to teach the children how to think more about becoming better readers, how to be more selective in choosing their books, how to set more challenging reading goals, how to find more opportunities to read, how to take more personal responsibility for reaching their reading goals, and how to ask for regular feedback so that they could keep track of their progress. An additional ten weeks was allowed for further internalization of the reading achievement motive and continued observations.

A one-way analysis of variance was used on three statistical measures to evaluate the effects of the Reading Achievement Training Program on the reading performances of the children. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI

P.A.C.A.: PARENTS AS CHANGE AGENTS FOR CHILDREN WITH READING PROBLEMS

Order No. DA8207408

HERMAN, FLORENCE BROWN, PH.D. *Saint Louis University*, 1981. 94pp.

The P.A.C.A. program, Parents as Change Agents for Children with Reading Problems, was designed to actively involve parents in their children's success in the reading process at home in order to strengthen and reinforce skills in reading, foster student motivation, interest in school and a positive school/home relationship.

The targeted populations are those in grades two and three and scored below the 50th percentile rank in reading comprehension on any standardized achievement test given by the particular school and teacher's judgement. The participants in this project came from five Public and two Parochial schools of a small urban community in Illinois. There were thirty-two children and parents who participated in the program.

The P.A.C.A. program consisted of three component parts: the child, parent and teacher. The unique feature is that parent and child attended class together and learned and practiced together immediately after instruction under the supervision of the facilitator. Parents agreed to tutor their child a minimum of fifteen minutes four evenings a week at home. Teachers of the participating students were encouraged to take part as observers so that they may strengthen their skills and gain a better understanding of the disabled reader.

Program Design. There were two sessions each lasting ten weeks with a lapse (delayed time) of six weeks due to holidays and inclement weather. Each session was held at the same centralized elementary school every Monday evening from 6:30 - 8:30 P.M. The students were divided into two sections. Each section lasted for one hour. Assignment to the groups was made based upon the results from the Gates MacGinitie Reading Test, Phonics and Spelling Assessment Tests. A contract was signed by parents and students to attend twenty weeks to insure significant improvement and growth in their reading skills.

The reading program consisted of a multi-sensory approach using the visual, auditory, kinesthetic-motor (VAK-m) channels in association with each other.

A wide variety of instructional materials was made available to parent/child teams to use during their home tutorial sessions. Some of these materials are: Sullivan's Programmed Readers; Comprehension Make and Take Activities - Games; Dolch Sight Work List; Barnell Loft Skill Books; New Practice Readers; Phonics Learning Packets (produced by facilitator).

When the second session started in March, the continuing and new students were separated for comparison purposes. Both groups were given the Gates MacGinitie Reading Test again. The new group was given the Phonics and Spelling Assessment tests to determine their needs.

Prior to the tenth week in each session, post-tests were given to evaluate the student's growth. A conference was held with all parties to discuss the results and any problems that may have occurred during the home tutorial sessions or in school.

Parents were asked to respond to a questionnaire to gain their input about the program. Also, they kept a daily log of the work completed during their home sessions which they turned in weekly.

Conclusions. A t test at the 0.05 level revealed superior gain by the twenty week students than the ten week students.

The delayed time of six weeks did not alter the progress of the continuing students. Gain was apparent after more than ten weeks among those who continued, but significant gain was not apparent after ten weeks.

Although there was no significant gain between the pre- and post-test of students who were in the program for ten weeks, some individuals showed better than a year's growth.

There was significant difference in the performance of those students with parents who were strong participants in the program compared with those students whose parents were weak participants in the program.

THE RELATIVE EFFECTIVENESS OF SELECT TELEVISION PRODUCTION TECHNIQUES ON THE ATTENTION AND COMPREHENSION OF LEARNING DISABLED CHILDREN

Order No. 8129308

HILL, IDA JOHNSON, ED.D. *University of Virginia*, 1981. 167pp.

Seventeen girls and ninety-seven boys classified as learning disabled were randomly selected by class and randomly assigned to experimental and control groups in two chronological age categories to view television programs. The experimental group viewed a nine-minute television science program containing five television production techniques and flat pictures while the control group viewed a nine-minute television science program containing flat pictures. The objectives of the science programs were identical. One dependent variable was on-TV set eye contact. The second dependent variable was knowledge of science concepts. The independent variable was the various television production techniques.

Twenty-four separate one-way analyses of variance (TV program) revealed that (*a*) the older experimental group scored higher than the older control group on the knowledge measure, (*b*) the younger experimental group scored higher than the younger control group on the knowledge measure, (c) the older experimental group scored higher on on-TV set eye contacts than the older control group, and (*d*) the younger experimental group scored higher on on-TV set eye contacts than the younger control group. Pearson correlations revealed that attention (on-TV set eye contact) was related to knowledge.

THE EFFECT OF SIMULTANEOUS AND SUCCESSIVE WORD PROCESSING STRATEGIES ON THE READING RECOGNITION, SPELLING, AND SUCCESSIVE COGNITIVE PROCESSING OF ELEMENTARY SCHOOL LEARNING DISABLED STUDENTS DEFICIENT IN SUCCESSIVE COGNITIVE PROCESSING

Order No. DA8203117

HOBBY, KENNETH LESTER, PH.D. *Oklahoma State University*, 1981. 125pp. Adviser: Paul G. Ward

Scope and Method of the Study. This study examined the effects of three types of teaching strategies on five dependent variables. The three types of teaching strategies consisted of a *simultaneous* word processing strategy, a *successive* word processing strategy, and a *combination* of the simultaneous and successive word processing strategies. The five dependent variables were successive cognitive processing, reading recognition of simulated words, spelling of simulated words, reading recognition of English words, and spelling of English words. Children receiving help in learning disability resource rooms were evaluated with the Visual Aural Digit Span (VADS) Test. A total of 30 students, ages 8-12, who scored at or below the 25th percentile on the Total score of the VADS were selected to be included in the study and were randomly assigned to one of three groups: a simultaneous teaching strategy group (n = 10), a successive teaching strategy group (n = 10), and a combined teaching strategy group (n = 10). Prior to the teaching strategy intervention, all the students were also evaluated on their reading recognition and spelling of a list of 50 simulated words, and their reading recognition and spelling of a list of 50 English words. Each group received the appropriate video-taped teaching intervention strategy once a day (approximately 10 minutes) for two weeks using simulated words. On the first two days following the completion of the teaching intervention, all the students were reevaluated on the five dependent variables, and then one week later were again evaluated on the five dependent variables. The study was a double blind study in that neither the teachers nor students were informed of the expected outcomes, and the examiner was not informed of the teaching strategy to which the students belonged. Each of the five dependent variables was analyzed with a Split-Plot Factorial ANOVA design that consisted of three treatment groups and three repeated measures.

Findings and Conclusions. The findings of the present study indicated that (a) the successive teaching strategy had a significant effect on successive cognitive processing, simulated word reading, simulated word spelling, and English word reading, which was also greater than the effect of the other two teaching strategies; (b) the combined teaching strategy had a significant effect on successive cognitive processing, simulated word reading, and simulated word spelling, which was less than the effect of the successive teaching strategy, but more than the effect of the simultaneous teaching strategy; (c) the simultaneous teaching strategy had a significant effect on simulated word reading and English word reading; (d) the difference between the three teaching strategies increased with each assessment period; (e) as the testing tasks required more transference and generalization of skills learned in the teaching intervention, the differences between the three groups became smaller and less consistent. Intervention strategy was not sufficient for the occurrence of full transference of skills learned in the intervention strategy. An extended period of time using the three teaching strategies might have produced a differential teaching strategy transference effect.

While the present research demonstrated the effectiveness of a successive teaching strategy for modifying successive cognitive processing, simulated word reading, simulated word spelling, and English word reading of this group of LD children (i.e., deficient in successive cognitive processing), generalization of treatment effects to English spelling was not found. In general, the finding regarding successive cognitive processing is consistent with research indicating that successive cognitive processing is amenable to modification. The success of the combined teaching strategy appeared to be largely the result of the successive word processing strategy. However, the present study raises the possibility that a combined teaching strategy may have a less than positive effect on the generalization and transference of skills, and may lead to confusion concerning the appropriate strategy to use for a given task.

THE EFFECT OF SUMMER RECESS ON THE RETENTION OF READING AND MATHEMATICS ACHIEVEMENT FOR THIRD-GRADE AND FIFTH-GRADE STUDENTS IN A COMPENSATORY EDUCATION PROGRAM

Order No. DA8208407

JENSEN, JOYCE STOVALL, ED.D. *Memphis State University*, 1981. 97pp. Major Professor: Dr. Leila M. Acklen

The purpose of this study was to investigate the change in reading and mathematics achievement over the summer recess.

The study was based on the achievement scores of 394 students in grades three and five enrolled in a Title I Compensatory Program called "Program on Problem-Solving Skills" (POPS). The overall null hypothesis was that "there is no significant difference in reading and mathematics achievement test scores from spring to fall for the composite group of third-grade and fifth-grade students in a compensatory education program." Other hypotheses were formulated to test for differences on the following variables: sex, grade, levels of instruction, levels of achievement, and years in compensatory education.

Scores in the form of grade equivalences from the California Achievement Tests administered in the spring and fall of 1980 were analyzed on subtest topics of vocabulary, comprehension, total reading, computation, concepts and application, and total mathematics.

Statistical procedures used were t-tests and one-way Analyses of Variance. The .01 level of significance was used to reject the null hypotheses.

Results were as follows: (1) There were no significant differences between means for the spring and fall scores on vocabulary, comprehension, total reading, and mathematics concepts and application for the composite group of third-grade and fifth-grade students. (2) There were no significant differences between means for spring and fall for third versus fifth graders in compehension, computation, concepts and application, and total mathematics. (3) There were significant differences between males and females on mathematics computation and total mathematics scores only. (4) Students instructed on various levels showed significant mean differences for vocabulary and total reading. (5) Mean scores for groups classified as low-achieving, medium-achieving, and high-achieving students revealed significant differences on all six variables tested. (6) No significant differences in means were found between students new to compensatory education and those who were already in the program. (7) A composite score based on total reading and total mathematics revealed no significant differences in reading and mathematics achievement over the summer vacation.

AN INVESTIGATION OF THE USE OF THE LINGUISTIC SATURATION APPROACH TO READING IN TWO REMEDIAL ELEVENTH-GRADE AMERICAN HISTORY CLASSES

Order No. DA8206173

KELLY, PAUL ELDER, ED.D. *University of Northern Colorado*, 1981. 144pp.

The purpose of this study was to investigate the use of the linguistic saturation approach, a form of repeated readings, in two eleventh-grade American history classes. Since the study was exploratory in nature, the design used was a modified case study approach.

The subjects in this study were students reading at or below the 7.0 grade level as determined by their scores on the *Gates-MacGinitie Reading Tests*, Second Edition. The 7.0 reading grade level was two grade levels below the readability of the American history textbook used in the classes.

Thirty-one students attended one of the two experimental classes during the first five days of the study. Two students quit school shortly thereafter. Eleven students were found to be reading at or below the 7.0 grade level. Four of these students were later dropped from the experimental population because they were absent 20 percent or more of the class periods during which the technique of linguistic saturation was used. The final population was composed of seven students.

Five hypotheses were established by the investigator: (1) The students who used the linguistic saturation technique will exhibit an increase in their fluency as indicated by their oral reading rate. (2) The students who used the linguistic saturation technique will exhibit a decrease in their number of word recognition errors. (3) The students who used the linguistic saturation technique will develop a larger sight vocabulary. (4) The students who used the linguistic saturation technique will improve their comprehension skills. (5) The students who used the linguistic saturation technique will increase their enjoyment of and positive attitude toward reading.

To accept hypothesis one, the mean oral reading rate of the students had to be at least .33 of a standard deviation above the baseline mean oral reading rate of the students. To accept hypothesis two, the mean number of word recognition errors of the students at the conclusion of the study had to be at least .33 of a standard deviation below the baseline mean number of word recognition errors. To accept hypothesis three, the mean grade level of the students on the vocabulary subtest of the *Gates-MacGinitie Reading Tests* had to increase by at least .25 years between pre- and post-testing. To accept hypothesis four, the mean grade level of the students on the comprehension subtest of the Gates-MacGinitie test had to have increased by at least .25 years between pre- and post-testing. To accept hypothesis five, the mean post-test score on the Estes scale, *A Scale To Measure Attitudes Toward Reading*, had to have increased by at least .33 of a standard deviation above the mean pre-test score on the same instrument.

At the conclusion of the study, all hypotheses except number four were accepted. The following conclusions were reached: (1) The use of the linguistic saturation reading approach helps improve the fluency of remedial students. (2) Some remedial students using the technique of linguistic-saturation required repeated practice readings to obtain a minimum degree of fluency. (3) The use of the linguistic saturation reading approach allowed remedial students to progress at a normal rate of development in reading as indicated by measures of overall reading gain. (4) The use of the linguistic saturation reading approach helped improve the sight vocabulary of remedial students. (5) The use of the linguistic saturation approach did not help improve the comprehension skills of remedial students. (6) The use of the linguistic saturation approach helped improve the attitude toward reading of remedial students.

LOCUS OF CONTROL AND READING ATTITUDE IN NINTH GRADE POOR READERS

Order No. 8200884

KLETZING, KAREN MARIE, ED.D. *Indiana University*, 1981. 137pp. Chairman: Dr. Jerome Harste

This study focused upon locus of control and reading attitude and the interaction of these two variables in a sample of poor readers. There were two specific concerns in this study. The first was to research whether there is a difference in locus of control and reading attitude scores between a sample of poor readers and a sample of normal readers. The second was to research whether an external locus of control score would accompany a low reading attitude score and whether an internal locus of control score would accompany a high reading attitude score.

Neither locus of control nor reading attitude have been found to be consistently significantly correlated with school achievement. Therefore, we cannot assume that students in a reading program which has reading achievement as its primary goal are improving in their reading attitudes and the amount of control they feel reading enables them to have over their own lives.

To operationalize locus of control and reading attitude the Nowicki-Strickland Locus of Control Scale (NSLCS) and the Mikulecky Behavioral Reading Attitude Measure (MBRAM) were administered to 1,000 ninth grade poor readers. All subjects were classified as poor readers on the basis of their scores on the California Achievement Test.

T-tests were performed to compare the locus of control and reading attitude scores in this sample to those of normative samples. Correlation coefficients were derived for the NSLCS and the MBRAM, and for each of four factors of the NSLCS which were identified by a factor analysis and the MBRAM. Each of these analyses was performed and reported separately for males, females, and the total group.

The data analysis resulted in three major conclusions: (1) The mean score of the reading attitude measure for poor readers was not significantly different from that of normal readers. This leads to the conclusion that poor readers do not have a lower reading attitude than normal readers. (2) The mean score of the locus of control measure for male poor readers was not significantly different than male normal readers. This leads to the conclusion that male poor readers do not feel they have less control over their lives than male normal readers. (3) There is a small, but statistically significant and consistent relationship between reading attitude and locus of control. The factor entitled, "Helplessness and Lack of Control Particularly Over Aversive Events" correlated significantly with a low reading attitude in all three correlations from factor analyses performed on males, females, and total group scores. The factor entitled, "School Achievement Behavior" correlated significantly with a low reading attitude in two correlations from factor analyses done on females and total group scores.

The data analysis resulted in two minor conclusions: (1) The mean score of the reading attitude measure for female poor readers was significantly higher than the mean score of the reading attitude measure for male poor readers. This leads to the conclusion that female poor readers have a better reading attitude than male poor readers. (2) The mean score of the locus of control measure for female poor readers was significantly higher than the mean of the locus of control scores of male poor readers. This leads to the conclusion that female poor readers are more external in their beliefs about their source of control than male poor readers.

AN EXAMINATION OF PHORIA PROBLEMS, READING PROBLEMS AND THE EFFECTS OF VISION TRAINING

Order No. 8124531

KLINE, KATHLEEN FALLON, PH.D. *Temple University*, 1981. 157pp. Adviser: Glen E. Snelbecker

Purpose. This study examined vision problems of phoria, reading problems and vision training. Phase one determined whether there are significant differences among the reading performances of individuals with esophoria, individuals with exophoria, and individuals without phoria problems. Phase two determined the effects of vision training on fusion states. Phase three which consisted of two parts determined the effects of vision training on reading performances. In the first part it was determined whether esophorics who received training and exophorics who received vision training experienced an improvement in reading. In the second part it was determined whether there are significant differences among the reading performances of vision trained esophorics, vision trained exophorics and individuals without phoria problems.

Methods and Procedures. Two hundred students representing third, fourth and fifth grades were recruited. All were given an eye examination by an optometrist. As part of the examination, a biopter vision test was administered. From the biopter testing students were identified as having the vision problem of esophoria, exophoria or no phoria problems. Resulting there were 30 esophorics, 10 exophorics and 160 students without phoria problems. All esophorics and exophorics were included in the study. Forty students from those without phoria problems were selected to match the phoric students for sex, age and grade level.

In phase one the 30 esophorics, 10 exophorics and 40 students without phoria problems were given the Durrell Analysis of Reading Difficulty. From the test, the areas of silent reading comprehension, oral reading comprehension, sight mistakes, and eye-voice span were considered. On the resulting data a one-way multivariate analysis of variance was done.

In phase two 15 esophorics and 5 exophorics were randomly assigned to the experimental group. Also, 15 esophorics and 5 exophorics were randomly assigned to the control group. The experimental group received vision training 15 minutes each school day for 16 weeks. The control group did not receive any vision training. Following the 16 weeks all esophorics and exophorics were given an eye exam to determine fusion status. On the resulting data a 2 X 2 analysis of covariance was done.

In phase three the 30 esophorics, 10 exophorics and 40 students without phoria problems were given the Durrell Analysis of Reading Difficulty. In the first part a 2 X 2 multivariate analysis of covariance was done to determine the effects of vision training on reading. In the second part a one-way multivariate analysis of covariance was done on the data of trained esophorics, trained exophorics, and the individuals without phoria problems to determine whether these groups differed in any areas of reading performance.

Results. From phase one it was found that esophorics differed significantly from students without phoria in the four reading performance areas. The exophorics differed significantly from students without phoria in the four reading performance areas. That is, both phoric groups were less efficient in reading than the students without phoria problems. Also it was found that the esophorics and exophorics did not differ significantly in the reading performance areas.

Phase two findings indicated that vision training had significant effects on vision problems of phoria. The fusion states of vision trained esophorics and exophorics improved.

From the first part of phase three it was found that vision training had significant effect on specific reading performance areas. Both the vision trained esophorics and exophorics experienced significant improvements in the areas of sight mistakes and eye-voice span. Neither of the trained groups experienced improvement in silent reading comprehension or oral reading comprehension.

The last part of phase three indicated that trained esophorics were performing as well as students without phoria problems in the two specific areas of sight mistakes and eye-voice span. The trained exophorics did not perform as well as the students without phoria problems in these areas. Also neither of the vision trained groups performed as well as students without phoria problems in the areas of silent reading comprehension or oral reading comprehension.

INVESTIGATION OF VARIABLES ASSOCIATED WITH THE READING ABILITIES OF EIGHTY-NINE SECONDARY DEAF STUDENTS

Order No. 8202715

MORRISON, MARCIA MARY, ED.D. *University of Northern Colorado*, 1981. 105pp.

Purpose. The purposes of this study were to investigate the relationship, if any, among variables commonly associated with reading achievement of the deaf and actual reading achievement; to investigate how secondary deaf students describe how they were taught to read; to investigate how they perceive their reading abilities; and to investigate their reading strategies.

Procedures. The reading abilities of eighty-nine secondary deaf students from three schools were established by grade level scores on the paragraph comprehension subtest of the Stanford Achievement Test for the Hearing Impaired. The *Reading Questionnaire* and school records provided the necessary information regarding the variables under investigation.

Conclusions. The following conclusions are based upon this study of eighty-nine deaf secondary students: (1) Deaf secondary students appear to differ on what they remember about learning to read. The Below Average readers primarily remembered reading lots of books, compared with the Average readers remembering learning new words, and the Above Average readers remembering writing or acting out stories. Parental help doubled for the Average and Above Average readers. (2) Deaf secondary students appear to have inaccurate perceptions of their reading abilities, with most considering themselves good readers and overestimating their abilities. (3) Deaf secondary students appear to employ dictionary use and to ask someone for help as their main reading strategies. (4) There was little variance in the manner in which reading classes were taught, the methods of teaching reading, the type of school attended, and the hearing abilities of parents. This limited variance resulted in statistical requirements for the Chi Square treatment not being met. (5) Uniformity of communication systems for home, classroom, and personal use appears to relate significantly to reading achievement for deaf secondary students. (6) There was no significant relationship found between students' main method of communication, the students' main method of communication used in the home, the main method of communication used in school instruction, the age at onset of deafness and reading achievement. (7) Intelligence test scores, number of years in school and reading achievement had a low correlation.

EFFECT OF SELECTIVE ATTENTION ON AUDITORY MEMORY FOR CATEGORICALLY ORGANIZED WORD LISTS

Order No. 8202716

MULLEN, ROBERT CHARLES, ED.D. *University of Northern Colorado*, 1981. 87pp.

Purpose. This study was designed to investigate the interaction of selective attention, categorically organized word lists, and cerebral asymmetry upon the auditory recall of learning disabled and nondisabled subjects.

Subjects. The research sample was comprised of 24 nondisabled and 24 learning disabled children randomly selected, utilizing predetermined criteria, from regular and special education classes (learning disabled) from schools in a northern Colorado county. Children were divided into two grade classifications, 1-3 and 4-6, with 12 L.D. and 12 nondisabled children in each group. All children had normal intelligence and hearing as determined by pre-established criteria. In addition to state and federal criteria, all L.D. children were identified as being at or below the 30th percentile on standardized reading achievement tests. Nondisabled subjects were between the 48th and 80th percentile on standardized reading achievement tests.

Procedures. Each subject was administered an auditory task through the use of a two-channel stereo tape recorder. The task consisted of listening to nine word lists of twelve words each. Three word lists were semantically related, three were phonologically related, and three contained unrelated words. Three presentation modes were utilized: (1) words and speech noise introduced to both ears simultaneously; (2) words introduced to the right ear, speech noise in the left; and (3) words in the left ear, speech noise in the right. Words were introduced at 60dB HTL with a speech/noise ratio of +10dB.

Results. Utilizing a split-plot design, a four factor Analysis of Variance was utilized to calculate the dependent measures. Percent of correct recall scores were analyzed utilizing a two age level x two groups x three treatment conditions (repeated measures) x three lists (repeated measures) factorial design. Computation of the data indicated that main effect differences were present for group, age, and list variables. Nondisabled subjects recalled more words than L.D. subjects. Older subjects recalled more than younger subjects and semantic words were recalled more often than phonological or unrelated words. L.D. children recalled more words than nondisabled when those words were introduced to the left ear. Younger subjects recalled more semantic words than older subjects when those words were introduced to the left ear.

Conclusions. Auditory processing differences do exist between nondisabled and learning disabled children as a result of interactions among auditory memory, selective attention, and categorically organized word lists.

THE EFFECTS OF SYNTACTIC MODIFICATIONS OF READING MATERIALS ON READING COMPREHENSION FOR SEVERELY OR PROFOUNDLY DEAF COLLEGE-AGE STUDENTS

Order No. 8202859

NORETSKY, MARTIN REYNOLD, PH.D. *University of Maryland*, 1981. 271pp. Supervisor: Dr. Eugene McLoone

The purpose of this study was to determine whether or not exclusion of selected structures in reading materials for college-age severely or profoundly deaf readers would improve comprehension.

Seventy subjects participated in this study and ranged in age from 18-years to 23-years old. All subjects were severely or profoundly deaf.

Two passages ranging in length from 500 words to 700 words were selected from commercially prepared Social Studies texts written for college level students. Each passage was determined to be graded at a twelfth grade level of difficulty according to the Fry Readability Formula. Each passage was simplified to an eighth grade level of difficulty by reducing sentence lengths and polysyllabic words. In addition, each twelfth grade passage was simplified to three levels of syntactic complexity by eliminating certain forms of auxiliary verbs, passive voice, coordination, relativization, complementation and nominalization. This process resulted in five versions of each passage

(twelfth grade, eighth grade, Language Level III, Language Level II and Language Level I).

The difference among Language Levels is based upon the mean proficiency of deaf 18- and 19-year old subjects on specified syntactic structures. Language Level I, the easiest of the simplified levels, allowed progressive aspect, no forms of passive voice, allowed alternation (or), relativization where the insert sentence follows the matrix sentence, for-to complementation where the infinitive refers to the subject of the sentence, and only single word nominalizations. Language Level II, the next easist level, allowed all the syntactic structures in Language Level I. In addition, Level II allowed perfect aspect, nonreversible passive voice with no agent deletions, and for-to complementation where the infinitive refers to the object of the sentence. Language Level III, the most difficult of the simplified levels, allowed all the syntactic structures in Language Levels I and II. In addition, Language level III allowed reversible passive voice with no agent deletions, disjunction (but), relativization where the insert sentence is embedded in the matrix sentence and the relative pronoun refers to the subject of the insert sentence, and complementation with *that* where the complement follows the word *that*.

One 18-item multiple-choice test was constructed for each passage to measure comprehension. Nine items of each test measured comprehension of text-explicit information and the other nine items measured comprehension of text-implicit information. Prior to collecting the data, the content validity of the multiple-choice tests, the passage dependency of the questions, and the reliability of the multiple-choice tests were established.

One-fifth of the subjects were randomly assigned to each treatment for each passage. The results of the randomization process produced a group of 14 subjects in each treatment group for each passage. Each subject was given a testing packet containing (1) one version of "The Life and Teachings of Zoroaster" and the "Zoroaster" multiple-choice test, (2) one version of the "The Phantom Anesthetist of Mattoon" and the "Mattoon" multiple-choice test, and (3) a seven-item questionnaire. Three sessions were conducted. Subjects completed all testing in one testing session and had no time restrictions.

Statistical procedures used to analyze the data included the Kuder-Richardson formula for internal consistency (KR-20), a one way analysis of variance, and a t test for each comparison specified by the research hypotheses.

Results of the study indicated that subjects did not perform significantly better on passages which were syntactically modified than on the eighth grade or twelfth grade passages. In addition, there were no significant differences between the eight grade and twelfth grade passages. Finally, there were no significant differences between any of the syntactically modified versions for either passage. Therefore, only one research hypothesis was accepted (i.e., no significant differences between subjects on twelfth grade level and eighth grade level passages).

THE EFFECT OF IDIOMATIC LANGUAGE IN PASSAGES ON THE READING COMPREHENSION OF DEAF AND HEARING SUBJECTS

Order No. 8201901

PAGE, SUSAN ELIZABETH, ED.D. *Ball State University*, 1981. 154pp.
Chairperson: Dr. J. David Cooper

The purpose of this study was to determine whether the reading comprehension of deaf and hearing subjects was affected by the presence of idiomatic language in passages.

The *Test Of Idioms* was constructed to determine the effect of idiomatic language on reading comprehension. It consisted of twelve passages. The four forms differed in the presence or absence of idiomatic language. The *Test Of Idioms* was evaluated by three judges. Form A and Form C were piloted to standardize the directions for administration and to assess the reliability of the instrument. The reliability for Form A was .93 and .89 for Form C.

The subjects in this study were 54 students at the Indiana School for the Deaf who were prelingually, profoundly deaf and had no other handicapping conditions. The hearing subjects consisted of 91 students from the New Castle Community School System who were in grades three or four, had never been retained and had no handicapping conditions. Both deaf and hearing subjects were randomly assigned to take one of the four forms of the *Test Of Idioms*.

The following results were obtained. The deaf subjects did not differ significantly across groups in their ability to comprehend passages with varying levels of idiomatic language. The hearing subjects did not differ significantly across groups in their ability to comprehend passages containing varying levels of idiomatic language. In addition, within groups the deaf and hearing subjects did not differ in their comprehension of passages as a function of the ability or inability to define the idioms contained in the passages.

The findings of the study were interpreted to mean that when idioms are embedded in passages where sufficient contextual support is available and extraneous factors are controlled, comprehension is not impaired for deaf or hearing subjects. In addition ability to define an idiom is not an accurate predictor of comprehension ability for reading materials containing idiomatic language.

THE EFFECT OF SIMULTANEOUS AURAL-VISUAL LANGUAGE RECEPTION ON READING ABILITY

Order No. 8124319

PRAGUE, MELINDA, ED.D. *Hofstra University*, 1981. 102pp.

The purposes of this study were to determine whether (1) junior high students in Title I reading classes with reading comprehension scores two or more years below grade level will achieve higher comprehension scores when expository material is presented simultaneously (aurally and visually) than when material is presented either aurally or visually; (2) junior high students in Title I reading classes with reading comprehension scores two or more years below grade level will achieve higher comprehension scores when narrative material is presented simultaneously (aurally and visually) than when material is presented either aurally or visually; (3) junior high students in Title I reading classes with reading comprehension scores two or more years below grade level will achieve higher comprehension scores on expository material when material is presented simultaneously (aurally and visually) at a compressed rate of 250 w.p.m., than when material is presented at a normal rate of speech; and (4) junior high students in Title I reading classes with reading comprehension scores two or more years below grade level will achieve higher comprehension scores on narrative material, when material is presented simultaneously (aurally and visually) at a compressed rate of 250 w.p.m., than when material is presented at a normal rate of speech.

THE EFFECTS OF ORGANIZATIONAL TRAINING ON THE MEMORY PERFORMANCE OF NORMALLY ACHIEVING AND READING/LEARNING DISABLED CHILDREN

Order No. 8202720

RATHGEBER, ARTHUR JAMES, ED.D. *University of Northern Colorado*, 1981. 88pp.

The purpose of this study was to investigate the effectiveness of imposed organizational training on the recall performance and clustering ability of normally achieving and reading/learning disabled children utilizing words as stimuli.

The sample consisted of 24 normally achieving children (younger group mean age = 8 years, 7 months; older group mean age = 10 years, 9 months) and 24 reading/learning disabled children (younger group mean age = 8 years, 6 months; older group mean age = 10 years, 4 months). Groups were matched for intellectual level and age. The only difference between groups was on reading scores, with normally achieving children demonstrating superior reading skills.

Stimuli consisted of three treatment lists composed of either semantically, phonetically, or orthographically related words. In addition, there were two transfer lists. The first transfer list was composed of a sampling of words from the three treatment lists, whereas the second transfer list was composed of new words with similar possibilities for grouping as transfer list one.

Data was analyzed utilizing four Three-Way Analysis of Variance (ANOVA) with repeated measures on the last factor. The two dependent variables were percent recall score and cluster score. An alpha level of .05 ($p < .05$) was selected.

Results demonstrated that older children had superior recall and clustering scores. Further, results indicated that normally achieving children recalled more words and clustered more effectively than the reading/learning disabled children. In addition, the study results support the notion that semantically related word lists are easier to recall and cluster for both normally achieving and reading/learning disabled children. The older children, regardless of whether they were normally achieving or reading/learning disabled children, had superior recall with semantically related words. In comparing cluster scores between older and younger reading/learning disabled children, higher cluster scores were achieved by the older group. There was no difference between younger and older normally achieving children.

In this study, students in Title I classes included students in seventh grade classes who were reading two or more years below grade level on the *Gates MacGinitie Reading Tests*. Comoressed speech is defined as speech in which the word rate is increased to reduce the time required for a given message. Expository materials consist of material of a social studies nature. Narrative materials consist of fictional and human-interest type stories. Forty seventh-grade students enrolled in Title I reading classes will comprise the sample. Students have average or above average I.Q.'s as measured by the *Otis Test of Mental Abilities* and have no known neurological problems or learning disabilities. Subjects will be tested in reading and listening comprehension with the *Durrell Analysis of Reading Difficulty*. All subjects were exposed to the four methods of presentation--visual, aural, simultaneous visual/aural, and simultaneous compressed visual/aural. Subjects were exposed to a total of eight passages. Four passages were of an expository nature and four passages were narrative. The eight passages were equivalent in level of difficulty. The passages were administered to fifty-nine students and tested by means of a t-test at a .05 level of significance. Students read two passages a day for four consecutive days. A packet was prepared for each of the forty students indicating the order of presentation. The order of presentation in each packet was determined from a table of random numbers. The compressed speech versions were presented at a rate of 250 w.p.m.

The hypotheses to be tested were: (1) There will be no significant differences in comprehension scores for students with below-average reading comprehension in comprehension scores for students who are given information by the four different modes of presentation. (2) There will be no significant differences in comprehension scores for students with below-average reading comprehension who are given information through a narrative by the four modes of presentation. (3) There will be no significant differences in comprehension scores for students with below-average reading comprehension scores who are given information through expository style by the four modes of presentation. (4) There will be no significant difference among students with below-average reading comprehension scores when information is received through a narrative rather than expository style by the four modes of presentation.

The results of this study indicated that a unimodal approach is far more effective than a bimodal approach. In each instance the best results were achieved through the visual presentation, followed by aural presentation, when compared to any of the bimodal presentations. In each instance the students received better results on the narrative selections than the expository selections.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN CONCEPTUAL STYLE, RELATIONAL AND ANALYTIC, AND READING PROFICIENCY

Order No. DA8203902

ROCHE, GEORGIA DOUGAS, ED.D. *Boston University School of Education*, 1981. 187pp. Major Professor: Stephan E. Ellenwood

The Problem. Witkin defines conceptual style as the characteristic, self-consistent modes of functioning of an individual's perceptual and intellectual activities. The major purpose of this study was to examine the extent of the relationship existing between variations in conceptual style and proficiency among three aspects of reading: word knowledge, reading comprehension, and total reading. The study also sought to determine if a high percentage (80% or above) of the subjects enrolled in remedial reading programs were of the relational conceptual style.

Procedures. Ninety-one elementary school children from grades III-VI enrolled in the Title I public schools of Lynn, Massachusetts, participated in this correlational study.

The Children's Embedded Figures Test (CEFT) was used to assess conceptual style. The CEFT is designed to measure what Witkin labeled the "field-dependent/field-independent" dimension of an individual. Research conducted by Witkin and his associates has shown that the ability to "keep things separate in experience" in the perceptual tests of embedded figures, not only signifies greater differentiation in perceptual functioning, but also manifests itself in congruent form in other areas of the person's psychological activities, signifying a conceptual style.

The Metropolitan Achievement Reading Test was employed to determine reading proficiency in word knowledge, reading comprehension, and total reading.

A Pearson product moment coefficient of correlation was the major parametrical procedure applied to the data.

Findings. There was a significant positive correlation between conceptual style, as measured by the CEFT, and reading proficiency in the aspects of reading measured: word knowledge, reading comprehension, and total reading. The more highly analytic the conceptual style, the higher was the proficiency in the aspects of reading tested. Also, a high percentage (81%) of the subjects enrolled in remedial reading programs were of the relational conceptual style.

Conclusions and Recommendations. Conceptual style is a significant factor in learning to read proficiently. Students whose conceptual style is analytic, are more apt to the be proficient readers. A high percentage of the students experiencing reading disabilities, are of the relational conceptual style. Therefore, relational teaching strategies must be utilized by teachers of these students to elicit analytic behaviors. Bicognitive development must be encouraged.

THE EFFECTS OF ORTHOGRAPHIC AND PHONOLOGIC RHYMING WORD CUES ON WORD ACQUISITION AMONG AUDILE AND VISILE READERS IN ELEMENTARY SCHOOL

Order No. DA8209357

ROKAS, JEAN LANG, PH.D. *Wayne State University*, 1981. 112pp.

It is common clinical practice to classify students according to their preferred mode of learning. One such scheme, in which reading disorders were categorized by pattern of error on a reading and spelling task, was used in this study as a basis for an aptitude by treatment design.

The reading disabled students were classified as audile if they had analysis/synthesis skills but poor visual memory for whole words. The visile classification included students who had poor auditory memory for sounds and poor analysis/synthesis skills but who read primarily through visual memory for whole words.

The hypotheses were concerned with the different effects two types of rhyming word cues and two levels of presentation would have on word acquisition for the audile and visile groups. It was hypothesized that the audile subjects would acquire more words than the visile subjects without regard to whether the cues were orthographic or phonologic. The data did not support this hypothesis.

The next two hypotheses compared the effects of orthographic and phonologic rhyming word cues within each of the audile and visile groups. It was hypothesized that the audile group would acquire more words with orthographic than phonologic cues. The data support this hypothesis. It was hypothesized that the visile group would show no difference in word acquisition with orthographic or phonologic cues and this was also substantiated.

Finally, two hypotheses focused on the difference of effects within groups of the two presentation modes for the cues, visual and aural/visual. The audile subjects were anticipated to acquire more new words when cues were presented aural/visually rather than visually. The data verified this.

However, the visile subjects, who were expected to acquire words equally well with either visual or aural/visual cues, also acquired significantly more words with aural/visual cues. Thus, the data did not support this hypothesis. Effects of the aural/visual cues were significant for both types of readers.

USER EVALUATIONS OF LOW-LEVEL READING MATERIALS IN ADULT BASIC EDUCATION

Order No. 8126684

SARGENT-GOSNELL, ROBERTA ANN, PH.D. *The University of Texas at Austin*, 1981. 135pp. Supervisor: James V. Hoffman

The purpose of this study was (1) to determine the salient characteristics of existing reading instructional material utilized in Adult Basic Education (ABE), and of reading instructional materials available to ABE programs, in relation to student needs and interests; and (2) to determine the congruency between student and instructor's perceptions as they relate to student program satisfaction and attendance.

Fifty-one Adult Basic Education students reading at levels below fourth grade, and their teachers were interviewed to determine beneficial and debilitative characteristics of a variety of low-level

reading materials. Significant positive and negative characteristics were identified. Post hoc analyses revealed significant interactions between categories of characteristics, and positive and negative comments, and familiar and unfamiliar materials.

Three hypotheses were tested using two satisfaction index measures and attendance figures. Congruency of characteristics selected by teachers and students were correlated with attendance figures. The hypothesis tested the relationship between attendance and congruency. It was supported. The second hypothesis tested the relationship between a program satisfaction measure and congruency. This hypothesis was not supported. The third hypothesis tested the relationship between a program satisfaction measure and a reading material satisfaction measure. This hypothesis was not supported.

After the initial interviews were complete, a series of extended interviews were scheduled with 4 of the original 51 students, to discuss their experience with, and perceptions of literacy training. In examining the interviews, the two themes of education and economics were found to be interrelated. The information obtained from these extended interviews was applied as background information to understanding why certain characteristics of materials had been selected by students.

Implications and recommendations were drawn for Adult Basic Education priorities, programs and material development.

ATTITUDES, BEHAVIOR AND ACADEMIC PERFORMANCE OF READING DEFICIENT SECONDARY SCHOOL STUDENTS

Order No. 8129569

SCHWARTZ, EDITH DUBE, ED.D. *Hofstra University*, 1981. 245pp.

The purpose of this exploratory study was to describe the attitudes, behavior and academic performance of a population of secondary school students who failed to demonstrate sufficient reading competence to meet New York state standards. This was accomplished by: (1) a description of current and antecedent school performance as determined by standardized and informal measures and as viewed by the professional staff; (2) a description of current and antecedent family attitudes, actions and intervention efforts and (3) a description of current and antecedent student attitudes toward the school, the reading deficiency and the self.

The subjects were a population of twenty-three reading deficient tenth grade students, class of 1982, from one school who achieved a score below the state guidelines for reading competence on the New York Preliminary Competency Test (PCT) in reading at the end of ninth grade. Reading deficiency was verified by a standardized group measure.

Data were collected from subjects cumulative school records and from available information during the current tenth grade year. Current teachers, parents, and subjects were interviewed using questionnaires designed for the study.

Selected findings were: (1) Reading deficiency did not appear to be the primary interfering factor in all cases. There was a significantly wide range of reading levels from grades three to eleven; (2) The PCT did not identify all the reading deficient students in the class and identified others who had a minimal deficiency; (3) The majority of subjects were able to pass a practice Regents Competency Test in reading prior to further remedial efforts when it was administered individually under more informal conditions; (4) Compensatory services for the majority of subjects, who were not in special education, were basically remedial in nature and did not directly support mainstreamed classes; (5) Subjects were relatively unsuccessful throughout the elementary school years and they failed almost half their classes in secondary school; (6) Subjects suffered from a significant amount of outside factors including a "failure syndrome" which appeared to be the primary common interfering factor; they tended to deny learning problems and generally did not assume responsibility for passing their classes; (7) Secondary teachers generally attributed class failure to the subjects negative attitudes; (8) Parents who accepted the notion of a learning disability tended to be less judgmental and more supportive of the student and the school.

The findings supported the conclusion that a primary concern of compensatory education should be to teach subjects strategies for coping with a secondary curriculum and for increasing students' independence.

PRIOR ORGANIZER AND PROMPTING AS AIDS FOR MENTALLY RETARDED STUDENTS' UNDERSTANDING OF CONCEPTS IN WRITTEN TEXT

Order No. DA8203810

SIMCHES, ELIZABETH AYRE, PH.D. *State University of New York at Albany*, 1981. 117pp.

Mentally retarded persons have difficulty learning abstract concepts and have been shown to benefit from instructional aids. One type of aid is an Advance Organizer which has sometimes been found useful in concept learning by students with poor verbal skills. Another instructional device is prompting in text, which directs student attention to the prompted material.

An analysis of the effects of introducing an organizer prior to the learning passage and underlining specific concepts in that passage was undertaken. The criterion were: (1) total score on an immediate test; (2) total score on the delayed test (administered twelve days later); (3) score on prompted items on the immediate test; (4) score on nonprompted items on the immediate test; (5) score on prompted items on the delayed test; and (6) score on nonprompted items on the delayed test.

Advance Organizers provide a broad conceptual base for understanding subsequent abstract ideas to be learned. Comparative-type organizers relate prior knowledge to those ideas. The present organizer was hypothesized to facilitate learning concepts about pre-vocational skills when the criterion was total score on a test designed to measure understanding of those concepts.

Prompting has been shown to cause students to restrict their search behaviors to components of the material to be learned that have been prompted. Subjects in the present study whose text was prompted by underlining half the major ideas were expected to do better on test items related to those ideas than on nonprompted items.

Forty senior high and twenty junior high mentally retarded pupils were randomly assigned to treatment conditions with and without organizer and underlining. The hypotheses tested involved the main effect of the organizer and a two-way interaction between underlining and type of item. It was hypothesized that any differences attributable to treatments would be maintained over time.

The data were analyzed using Anova repeated measures design. None of the hypotheses was confirmed. Examination of the raw data suggested that lack of significant results might be a function of reading ability. A heuristic re-analysis of the data was undertaken, eliminating twenty of the poorest readers, but the hypotheses were not supported.

Although a retention effect was not hypothesized, in both the first analysis and the re-analysis, the interaction between delay and type of item was significant. In the first analysis a three-way interaction between retention, item type, and level of organizer was also significant, suggesting that the interaction between retention and item type was not maintained across organizer condition. In the re-analysis, however, the three-way interaction was no longer statistically significant. Therefore, the significant Retention X Item type would be expected to generalize over level of organizer for better readers only. The effect of prompting was thus shown to be in part a function of a retention factor.

Multiple regression analyses of learning parameters demonstrated that Mental Age was the sole significant predictor of performance on all criterion variables.

The findings suggest that parameters of instructional aids such as prior organizers and prompting in text should be investigated further regarding their structure and appropriateness to the needs of mentally retarded learners prior to introduction into the classroom.

A STUDY OF THE EFFECTS OF A HOME READING PROGRAM ON READING COMPREHENSION AND SELF CONCEPT SCORES OF THIRD- AND FOURTH-GRADE TITLE I CHILDREN

Order No. 8202669

STALLMAN, SANDRA JONES, PH.D. *University of Missouri - Columbia*, 1980. 114pp. Supervisor: Dr. Veralee B. Hardin

Purpose. The purpose of this study was to determine if children's reading comprehension and self concept could be increased by using parents as teachers in reading sessions at home using assisted reading as a reading strategy.

Design of the Study. In March, 1980 both comparison and treatment groups were combined and administered two tests. The reading comprehension subtest of the *Gates-MacGinitie Reading Test* (1978) was given to measure reading comprehension while the *Piers-Harris Children's Self Concept Scale* (1969) was given to measure self concept. Both the children in the treatment group and the comparison group attended their regular reading sessions during school hours. However, in addition to the reading sessions at school, the treatment group was involved in reading sessions at home. Children in the treatment group were paired with adults to form adult-child teams. Twenty-eight of these teams were present at the first workshops where they were instructed in reading strategies to be used at home. Each adult-child team was asked to attend a total of three workshops during the eight-weeks' reading program and to read using these strategies regularly and as frequently as possible. Both treatment and comparison groups were administered the comprehension subtest of the *Gates-MacGinitie Reading Test* (1978) and the *Piers-Harris Children's Self Concept Scale* (1969) after the termination of the program. In addition, subjective attitude measures were obtained.

A multivariate analysis of variance was performed on the data utilizing pretest and posttest scores for the treatment group and the comparison group on self concept scores and reading comprehension scores. Because of the statistical significance found in the MANOVA, an univariate analysis of variance was performed on each dependent variable--self concept and reading comprehension.

Summary of the Findings. The results of the MANOVA indicated the following: (1) A significant difference was found between pretest and posttest scores on reading comprehension and self concept at the .008 level of significance. (2) A significant interaction was found between groups (treatment and comparison) and time of testing (pretest and posttest) on reading comprehension scores and self concept scores at the .001 level of significance.

The results of the ANOVA indicated the following: (1) The mean self concept scores of the children from the adult-child teams (the treatment group) increased from 47.73 to 52.38. This increase was significant at the .01 level. (2) The mean self concept scores of the children who did not attend workshops with an adult decreased from 54.69 to 53.15. This decrease was not significant. (3) The mean reading comprehension scores (ESSs) for the children who were assisted in reading at home increased from 401.35 to 435.96. This increase was significant at the .001 level. In grade equivalents this difference is an approximate average gain of .673 of a year over a two-months' (.200) period. (4) The mean reading comprehension scores (ESSs) for the children who were not assisted at home decreased from 402.04 to 400.38. This decrease was not statistically significant.

Conclusion. With instruction, adult family members of children experiencing difficulty in reading can be used as a teaching resource to increase children's reading comprehension. Furthermore, adult members in a family can be used as resource persons to enhance a child's self concept by teaching reading strategies to the child at home.

CHILDREN WITH READING PROBLEMS - FEEDBACK AND THE RETENTION OF TRAINING IN THE USE OF CATEGORICAL GROUPING AS A MEDIATIONAL STRATEGY

Order No. DA8205272

STARK, NANCY BACKER, PH.D. *University of Maryland*, 1981. 154pp.
Supervisor: Dr. Jean Hebeler

The purpose of the present research study was to increase the understanding of factors affecting the memory performance of children with learning problems, and the extent to which that performance could be improved by providing training with feedback. Specifically, the study was designed to explore the relationship between performance feedback and the retention of training in the use of the mediational strategy categorical grouping on a free recall task with children who have learning problems.

Forty fourth and fifth grade Caucasian students were selected from five parochial schools. The children were of average to above average intelligence, according to the SIT. They were reading at least one year below their expected grade level on either the Word Recognition subtest or the Reading Comprehension subtest of the PIAT. The expected grade level was computed on the basis of their chronological age. No child who used categorical grouping as a memory strategy when presented with a free recall visual memory task was included.

This study first replicated part of the Torgesen study (1977b) to see if production deficient children with reading problems could be trained to use categorical grouping to improve their memory performance. The relationship between explicit performance feedback and the retention of the training in the use of the mediational strategy was examined. The recall tasks were administered in four sessions. In session one the children were given a free recall task, consisting of memorizing 24 pictures that could be grouped into four categories of 6 pictures each. One group received feedback on their performance, the other group did not. In session two, both groups were trained to use categorical grouping as a mediational strategy, and were instructed to use it on another free recall task to help improve their recall. The children in the feedback group received feedback on their performance, the others did not. In session three, after a ten minute break, both groups were given another free recall task with no specific directions to use categorical grouping. In session four, four to five weeks later, the procedure in session three was repeated.

Two dependent measures were recorded after each session: (1) an index reflecting the degree to which the children used categorical grouping to study the pictures, and (2) the total number of pictures recalled correctly. Paired *T*-tests and Analysis of Covariance were used to analyze the data.

The results were consistent with Torgesen's research (1977b), suggesting that production deficient children with reading deficits can be trained to use categorical grouping as a mediational strategy on a free recall task, with a consequent improvement in their recall. It appears that many of the children in the study (65% - 70%) were developmentally mature enough to perceive, independently, the relationship between their use of the mediational strategy and their improved recall. These children retained their training four to five weeks later, whether or not they received feedback on their performance. For the remaining children explicit feedback on the relationships between their performance and their use of the strategy appeared to be important for any retention of the training; and that retention, after only one training session, was short-term.

A COMPARISON OF STUDENTS IN AN URBAN MINI-SCHOOL PROGRAM, DESIGNED TO RETAIN AND IMPROVE THE READING, ENGLISH, AND MATHEMATICS ACHIEVEMENT OF POTENTIAL DROPOUTS, WITH STUDENTS IN A TRADITIONAL HIGH SCHOOL PROGRAM

Order No. 8123251

SULLIVAN, PATRICK DENNIS, ED.D. *New York University*, 1981. 114pp.
Chairman: Professor Lloyd K. Bishop

The purpose of this study was to compare the effectiveness of an urban mini-school program, designed to retain and improve the reading, English, and mathematics achievement of potential dropouts, with a traditional high school program. Age, sex, race, pretest scores, and attendance were controlled as independent variables.

The mini-school operated quasi-independently of the traditional high school, and was guided by the basic premise that potential dropouts needed a new setting if they were to succeed. Teachers were the main decision makers concerning curriculum and instruction. Curriculum emphasized basic skills. Courses were individualized, with instruction designed for the individual student rather than for an entire class.

The traditional school was a large organization with a total enrollment of 3400 students. The principal was the main decision maker concerning curriculum and instruction. Instruction was teacher-paced with lecture and questions. A monitoring panel used a checklist, and assessed the two schools, at least twice a term, to be sure they possessed the characteristics described.

As subjects, the study utilized 140 students, ages sixteen and seventeen, from a New York City academic high school. A committee identified the students as potential dropouts from an examination of the student body's permanent records. The subjects were randomly assigned to the treatment (mini-school) or comparison (traditional school) groups.

The Stanford Test of Academic Skills was used as a pretest and posttest to measure reading, English, and mathematics achievement. Official attendance cards were used to gather data on attendance and attrition. A multiple regression technique was used to analyze the data.

In sum, this study indicated that potential dropouts attending a mini-school, designed to retain and improve general academic achievement, scored significantly higher in reading, English, and mathematics achievement, than potential dropouts attending a traditional high school. Ancillary data also demonstrated that the mini-school had significantly lower attrition and absenteeism.

Although the subjects studied represented a population from one high school, some inferences were drawn. If the findings in the present study are replicated in further research, they have some implications for a more widespread development to mini-schools for potential dropouts.

Urban high school administrators should give thought to the decentralization of comprehensive high schools into smaller units where there can be an adequate response to the needs of individual students. In addition, individualized instruction in basic skills should be considered, particularly for those students who have shown deficiencies.

Finally, the study implied a need for more research on alternative schools. Given the fact that huge numbers of students are dropping out of the nation's urban school systems, and many of those who graduate lack even basic skills, research must be directed towards reversing this shocking failure.

THE EFFECT OF RETENTION UPON STUDENT PERFORMANCE

Order No. DA8207843

TURNER, MARY ALICE GIGLIO, ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1981. 80pp. Supervisor: Professor Charles W. Sauls

To investigate the effect of retention upon student performance, this study focused on analyses of reading and mathematics scores from SRA Achievement Tests for three years--1978, 1979, and 1980. The population was all students retained for 1979-1980 in grades first through eighth in public schools of Avoyelles Parish, Louisiana. From sixteen schools in twelve towns the 711 involved students included 435 boys and 276 girls. Evaluation for retention effect was by compared differences between gains for year of repetition and those for previous year. Mean gains for these years were obtained by subtraction of relative scores and analyzed by subject, sex, and grade level.

Application of *t*-tests at the .05 level of confidence resulted in rejection of three of the six null hypotheses when significant differences were shown for reading and in grade-level comparisons for both reading and mathematics. Since no significant differences were found for mathematics nor in comparison by sex for both subjects, the other three null hypotheses were confirmed.

The lack of significant gain-differences between girls and boys seemed to imply lack of significant differences in other factors that could have had influence on the achievement of this particular population.

Second grade's significant gains did not verify it as the best grade level of retention, but it seemed to confirm theories on learning rates of primary-age children. Sixth grade formed the achievement plateau where the mean reading gain for the year of repetition almost matched the total mean gain for grades second through eighth, while lesser gains were noted for seventh and eighth grades. This development appeared to pinpoint sixth grade as the best level for retention should it be deemed necessary for some students.

In light of future expansion of minimum-standard testing which could involve increased retention, it was recommended that a longitudinal study be made and that it utilize attitudinal and self-concept scales as well as a socioeconomic index. Additionally warranted would be the inclusion of a focus on developmental differences according to sex.

AN INVESTIGATION OF READING COMPREHENSION AND ATTITUDES AFTER USING READING PREDICTION STRATEGIES WITH INEFFECTIVE READERS

Order No. DA8205427

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Purpose. The purpose of this study was to investigate the effects of instruction employing reading prediction strategies on the reading comprehension of second- and fourth-grade ineffective readers. An additional purpose of this study was to examine attitudes toward reading and to determine whether ineffective second- and fourth-grade readers changed their attitudes toward reading after participation in this study.

Design of the Study. The reading comprehension subtest of the *Gates-MacGinitie Reading Tests* (1978) was administered to all subjects as a pretest and posttest measure of reading comprehension. The *Weddle Reading Attitude Inventory* was given as a pretest and posttest to measure attitudes toward reading. Ineffective readers were identified by the school district and all of the subjects were enrolled in Title I remedial Reading Programs. In addition to reading instruction at school, the experimental group received instruction employing reading prediction strategies. The instructional sessions were conducted for 20 consecutive school days and each lesson lasted approximately 30 minutes. The experimental group contained six subjects at the second-grade level and seven subjects at the fourth-grade level. The control group contained six subjects at the second-grade level and 12 subjects at the fourth-grade level.

The procedures of a univariate analysis of variance with repeated measures and an analysis of covariance were used to analyze the pretest and posttest reading comprehension scores for the experimental and the control groups. The pretest and posttest verbal responses to the attitude inventory were evaluated by the researcher.

Summary of the Findings. The results of the ANOVA indicated the following: (1) No significant difference was found between the means of the pretest and posttest reading comprehension scores at the .05 level of significance for Title I ineffective readers at the second-grade level. (2) No significant difference was found between the means of the pretest and posttest reading comprehension scores at the .05 level of significance for Title I ineffective readers at the fourth-grade level. (3) No significant difference was found between the mean gained scores of reading comprehension at the .05 level of significance for Title I ineffective readers at the second- and fourth-grade levels.

The results of the ANCOVA indicated the following: (1) No significant difference was found between the mean gained scores in reading comprehension at the .05 level of significance for Title I ineffective readers in the experimental and control groups.

The results of the attitude inventory indicated the following: (1) In the control group no major difference was noted between the pretest and posttest answers. (2) In the experimental group no major difference was noted between the pretest and posttest answers to 14 of the 18 items. Two changes were noted on item 2 and on item 5.

Conclusion. A daily period of instruction using reading prediction strategies will not necessarily improve reading comprehension for Title I ineffective readers at the second- and fourth-grade levels. Since individual students in both the experimental and control groups did gain in reading comprehension, improvement in reading comprehension must depend upon a consideration of more than just instructional strategies. Reading prediction strategies could be used with other instructional techniques since students in the experimental group expressed more enjoyment for reading and indicated a willingness to continue reading independently.